

OUR OWN
PRIMARY GRAMMAR,
FOR THE
USE OF BEGINNERS.

BY CHARLES W. SMYTHE, A. M.,
AUTHOR OF "OUR OWN SCHOOL GRAMMAR," AND
PRINCIPAL OF THE LEXINGTON ENGLISH
AND CLASSICAL SCHOOL.

SECOND EDITION.

GREENSBORO, N. C.:
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By C. W. SMYTHE,

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PREFACE

TO THE SECOND EDITION.

In preparing this little book, now, for the second time, presented to the public, my object has been to state only the most simple facts of the language, and to adapt them to the understanding of children.

I have omitted everything not essential to that end; while, at the same time, I have striven to make it conform to the highest standards of the science.

The reader is referred to the higher books in the series, of which this forms a part, on all points, needing further explanation.

In this edition I have made such changes and corrections as experience, the suggestions of others, and further study, have dictated.

I should be happy to receive additional suggestions that, in future editions, all possible improvements may be made

C. W. SMYTHIE.

LEXINGTON, N. C., July 1862.

SUGGESTIONS TO TEACHERS.

1. Let each lesson be thoroughly learned and applied before passing to the next.

2. Let the pupil be required to write upon his slate or the blackboard, daily, exercises upon each lesson and fact stated.

3. Let him take his reading book, and point out nouns, verbs, and so forth, as they may be assigned.

4. Let him be habituated to give the reasons for everything, either in the forms given or in such as the teacher's own judgment may suggest.

5. Make *yourself*, as far as possible, master of the subject, that you may be able from your own resources to illustrate and explain the subjects of the lesson.

O U R O W N

PRIMARY GRAMMAR.

LESSON 1.

INTRODUCTION.

1. If we wish to say or write anything to each other, we make use of words.

2. Words are like pictures. If I show you a picture of a horse, or a dog, you will instantly think of the animal, and the picture tells you, as it were, a short story.

3. So, if you hear the word horse, or see it in a book, you think at once of the animal called by that name.

4. Thus the spoken or written word is a picture to the mind of some thing or action.

5. We know there are a great many words, yet all have something to tell us, just as these have.

6. If we go into a garden, we may find a great many flowers and plants. But, if we look carefully at them, we shall find that there are but few *kinds* of flowers. One kind may be roses, another tulips, and so on.

7. So it is with words. They all come into a few classes.

Some words tell us what the names of things are, others what they are doing, others still, tell what kind of things they are, or how they do anything.

8. Learning about such things as these is studying Grammar.

Grammar tells us about words.

LESSON II.

NOUNS.

9. Such words as James, Susan, Mary, Charles, chair, table, box, we know, are names of persons or things.

There are a great many words that are names.

10. The word *noun* means name.

We call names *nouns*.

11. Remember now that:—

A Noun is the name of any person, place, or thing.

Point out the nouns in these exercises and tell why they are nouns, in this way:—*James* is a noun, because it is a name.

EXERCISES.

James. Thomas. Susan. Chair. Table. Box. Desk. Ink. Mary reads. The cat mews. The dog barks. Horses run.

Pointing out words in this way is called *parsing*.

— Write any nouns that you can think of on your slates or the blackboard.

LESSON III.

VERBS.

12. When I say “John reads,” “Mary sings,” *John* and *Mary* I know are nouns, because they are names.

13. *Reads* and *sings* are not names, but they tell what is done. They are called *verbs*.

14. Some verbs, like *reads*, tell what is done, others, like *is*, *are*, and *was*, declare that something is.

15. To assert means *to tell*, *to declare*; hence we may say that:—

A verb is a word that shows what is, or is done, or asserts something.

EXERCISES.

Point out the *nouns* and *verbs* in this way:—*Horse* is a noun, because it is a name. *Runs* is a verb, because it asserts something.

The horse runs. Rain falls. Snow melts. Water flows. Flowers bloom. Roses fade.

LESSON IV.

PROPOSITIONS.

16. In “John runs,” *John* shows who does something, *runs* shows what he does.

John is called the *subject*, *runs* the *predicate*.

17. The subject is that of which something is said; as, *John*, in "John runs."

18. The predicate is that which is said of the subject; as, *runs*, in "John runs."

19. A proposition consists of a subject and predicate making good sense.

Point out the subjects and predicates, nouns and verbs, in these propositions.

Do it in every lesson.

MODEL. John runs. *John* is the subject, because it is that of which something is said. *Runs* is the predicate, it is that which is said of the subject. *John* is a noun, it is a name. *Runs* is a verb, it asserts something.

EXERCISES.

John runs. The horse neighs. The wind blows. The trees move. The grass grows. The moon rises. Apples fall. Water runs.

LESSON V.

PRONOUNS.

20. I may say "John runs," or "He runs;" "Mary sings," or "She sings."

The words *he* and *she* stand for John and Mary.

21. They are called *pronouns*, because they stand for nouns.

The word *pronoun* means *for a noun*.

22. A Pronoun is a word that stands for a noun.

Point out in these exercises, the nouns, pronouns, verbs, subjects, and predicates.

MODEL. John obeys his parents. *His* is a pronoun, because it stands for a noun, and it relates to John.

EXERCISES.

John reads his book. Mary studies her lesson. James loves his parents. The cows feed in their pasture. The horses draw wagons, carts, ploughs, and harrows.

LESSON VI.

ADJECTIVES.

23. When I say "The apple is sweet," *sweet* shows what kind of an apple it is or describes it.

24. Words which describe are called adjectives; as, "The tree is *tall*." "The hill is *high*." "A *red* rose." *Tall*, *high*, and *red*, are adjectives.

25. An Adjective is a word joined to a noun or pronoun to describe it.

Point out in each lesson all the things you have learned, and give reasons for everything.

Write out exercises of your own.

EXERCISES.

MODEL. The apple is sweet. *Sweet* is an adjective, because it describes *apple*.

The rose is red. The mountain is high. The ocean is broad. A sweet apple. A tall tree. A stone wall. The cold wind blows.

LESSON VII.

CLASSES OF NOUNS.

26. The word *city* applies to all cities. The word *river*, to all rivers ; *man*, to all men.

But Richmond, the Potomac, James, are particular names of single cities, rivers, and men.

27. There are two classes of nouns ; *common* and *proper*.

28. A *Common* noun is a general name of a whole class of objects ; as, *man, city, river, tree*.

29. A *Proper* noun is a particular name of a single person or thing ; as, *John, Norfolk, Yadkin*.

This division applies properly only to those objects that may form classes.

30. The names of objects, like *goodness, sweetness, love, hatred*, which have no bodily existence, are called *Abstract* nouns.

31. Nouns that signify many things taken as one whole, are called *collective* nouns ; as, *people, nation, army*.

32. The names of persons with their titles are called *Complex* nouns ; as, *Hon. Thos. Rufin, Mr. James Brown*.

EXERCISES.

MODEL. London is a great *city*. *London* is a noun, it is a name ; proper, it is a particular name, and is the subject of *is*. *City* is a noun, it is a name ; common, it is a general name.

Paris is the capital of France. Bonaparte saw the burning of Moscow. The Amazon is a mighty river. The rose is a beautiful flower.

LESSON VIII.

NUMBER.

33. We may say boy, *boys*; man, *men*; horse, *horses*.
Boy means one boy; *boys*, more than one.

This difference is called in Grammar *number*.

34. Number shows whether one, or more than one, is meant.

It belongs in English to nouns, pronouns, and verbs.

35. There are two numbers, *singular* and *plural*.

36. The *singular* denotes but one.

The *plural* denotes more than one.

37. The plural of most nouns is formed by adding *s* to the singular; as, boy, *boys*; horse, *horses*.

38. Where the *s* added to the word would be hard to pronounce, *es* is added; as, lash, *lashes*; fox, *foxes*; church, *churches*.

39. The letters *a, e, i, o, u*, are called *vowels*.
 The rest are called *consonants*.

40. A few nouns form their plurals by changing the vowel; as, man, *men*; goose, *geese*; foot, *feet*; mouse, *mice*.

Some add *en*; as, ox, *oxen*.

41. Some are found only in the singular; as, *gold, silver, wheat, wisdom*.

42. Some are found only in the plural; as, *ashes, dregs, embers, goods, bellows, scissors*.

43. Some are found both in the singular and plural; as, *deer, sheep*.

Form the plural of these nouns:—boy, girl, chair, table, desk, book, inkstand, pen, man, goose, foot, fox, mouse, lash, miss, church.

What number are these nouns and why?—Man, boys, girl, men, books, guns, top, churches, dishes, mouse, lice, annals, iron, wheat, deer.

EXERCISES.

MODEL. The horse runs. *Horse* is a noun, it is a name; common, it is a general name; singular number, it means but one, and it is the subject of *runs*.

My horse trots. Your horse is large. My books are new. Those cows are fine.

LESSON IX.

PERSON.

44. We say, *I* run, *You* run, *He* runs, or *John* runs. *I* is the speaker, *you* the one spoken to, *he* or *John* the one spoken of.

45. This distinction is called *person*.

There are three persons; *first, second, and third*.

46. The first person denotes the speaker.

The second person denotes the one spoken to.

The third person denotes the one spoken of.

47. Nouns are generally in the third person.

I is always first ; *you* second ; *he, she, and it* third. Verbs have the three persons to agree with the subject.

EXERCISES.

MODEL. John sings. *John* is a proper noun, it is a particular name ; third person, spoken of ; singular number, it means but one, and is the subject of *sings*. *Sings* is a verb, it is used to assert, third person, singular number to agree with its subject *John*, by

Rule II. *The verb must agree with its subject in number and person.*

Mary plays. The apple falls. The sun is bright. Susan reads her book. Thomas flies his kite. John strikes his ball.

LESSON X.

GENDER.

48. All living things are divided into two classes, *males* and *females*.

This distinction is called *sex*.

49. All nouns are divided into three classes ; those that are names of males, those that are names of females, and those that are neither male nor female.

This distinction is called *Gender*.

50. *Gender* is a distinction of nouns in regard to *sex*.

There are three genders ; *masculine, feminine, and neuter*.

51. The names of *males* are masculine.

The names of *females* are feminine.

The names of *things without life* are neuter. The word *neuter* means neither.

52. A few nouns like *parent, cousin, deer, sheep*, may be either masculine or feminine.

They are sometimes said to be of the *common* gender. If their gender is not known, they may be parsed as "of the masculine or feminine gender."

EXERCISES.

MODEL. John studies his lesson. *John* is a proper noun, it is a particular name; masculine gender, it is the name of a male; third person, it is spoken of; singular number, it means but one, and is the subject of *studies*. *His* is a pronoun, it stands for a noun; masculine gender; third person; singular number to agree with *John*, by

Rule IX. *Pronouns agree with their nouns in gender, number, and person.*

John reads his book. He studies Arithmetic. Mary plays upon the piano. Jane loves her books. The green grass grows in the fields.

LESSON XI.

CASES.

53. I say "John runs." "John's horse runs." "James teaches John." Here *John* appears in three ways, or *relations*.

These relations are called *cases*.

54. Case is the relation that nouns and pronouns have to other words in the same sentence.

55. In "John runs," *John* is the subject and is in the *nominative* case.

In "John's horse runs," *John's* denotes the possessor and is in the *possessive* case.

In "James teaches John," *John* is the object of the verb teaches, or the person acted on, and is in the *objective* case.

56. The *Nominative* case is the subject of the verb.

The *Possessive* case denotes possession, origin, or fitness; as, "John's hat." "The sun's rays." "Men's shoes."

The *Objective* case is the object of the verb.

57. When a person or thing is addressed, the noun is in the *Vocative* case.

58. *To decline* is to give the cases, numbers, and persons.

59. Nouns are thus declined:—

<i>Singular.</i>	<i>Plural.</i>
<i>Nominative</i> Boy,	<i>Nom.</i> Boys,
<i>Possessive</i> Boy's,	<i>Poss.</i> Boys',
<i>Objective</i> Boy ;	<i>Obj.</i> Boys.

Decline girl, bird, box, hand.

EXERCISES.

MODEL. Susan reads. *Susan* is a noun, it is a name ;

feminine gender, it is the name of a female ; third person, spoken of ; singular number, it means but one ; nominative case, it is the subject of *reads*, by

Rule I. *The subject of the verb is put in the nominative case.*

James studies. The wind blows. Water flows. Apples fall. Roses bloom. Horses run. The Saviour lives.

LESSON XII.

FORMATION OF THE CASES OF NOUNS.

60. The nominative and objective cases have the same form.

61. The *Possessive* case is formed by adding the apostrophe (') and letter *s* to the singular ; as, "*John's hat.*"

62. When the *s* cannot be easily pronounced with the word, the apostrophe only is added ; as, "*Moses' seat.*" "*Thetis' son.*" "*For conscience' sake.*"

63. When the plural ends in *s*, the apostrophe only is added ; as, "*Boys' play.*"

When it does not end in *s*, the *s* and apostrophe are both added ; as, "*Men's shoes.*"

64. Form the possessive case of these nouns :—Man, Tree, Girl, Horse, William, Thomas, Susan, Mary, Cow, Horses, Boys, Girls. *Decline these words.*

EXERCISES.

MODEL. Mary's book is new. *Mary's* is a proper

noun, a particular name; feminine gender, the name of a female; third person, spoken of; singular number, means but one; possessive case, denotes possession and limits *book*, by

Rule V. *A noun or pronoun limiting another noun, denoting a different person or thing, is put in the possessive case.*

John's father came. His horse is white. The elephant's skin is thick. Ellen's cousin has come.

LESSON XIII.

ADJECTIVES.

65. I say a *good* man, a *tall* man, *this* man, *that* man. *Good* and *tall* describe man. *This* and *that* point out which one is meant.

They are all *a d j e c t i v e s*.

66. An *A d j e c t i v e* is a word joined to a noun or pronoun to describe or define it.

67. There are two kinds of adjectives; *descriptive* and *definitive*.

68. *Descriptive* adjectives describe nouns by pointing out their qualities; as, "A *good* man." "A *kind* man."

69. Adjectives derived from proper names are called *proper* adjectives. They should begin with capital or large letters; as, *Roman*, *American*.

70. *Definitive* adjectives define or limit nouns, by pointing out which one, or how many; as, *this* man, *that* man, *each* man, *ten* men.

EXERCISES.

MODEL. *Sweet* is a descriptive adjective, it is a word joined to a noun to describe it, and belongs to *apples*, by

Rule VI. *Adjectives modify the nouns which they describe or define.*

Table is a common noun, a general name; neuter gender, neither male nor female; third person, spoken of; singular number, means but one; and objective case, it is the object of *strikes*, by

Rule X. *The object of the transitive verb is put in the objective case.*

The apple is sweet. James strikes the table. The strong wind overturns the trees. Large deep rivers float long heavy rafts.

LESSON XIV.

CLASSES OF ADJECTIVES CONTINUED.

71. Definitive adjectives are divided into Numerical and Pronominal adjectives.

72. The Numerals are those used in counting; as, *one, two*.

73. Pronominal adjectives are those that, when used with nouns, are adjectives; when used without, are pronouns; as, "*This* man." Here *this* is an adjective. "*This* is mine." Here *this* is a pronoun.

74. The Numerical adjectives are divided into cardinals, and ordinals.

75. The cardinals show how many are meant; as, *one, two, three*.

76. The ordinals show which ones are meant; *as, first, second, third.*

77. Pronominal adjectives are divided into *demonstratives, distributives, and indefinites.*

78. The demonstratives are *this, that, these, those, former, latter.* They point out precisely which are meant.

79. The distributives are *each, every, either, and neither.* They point out separately; *each man, each separate man.*

80. The indefinites are *some, one, all, such, no, none, same, several, other, another, many, few, &c.* They point out no particular person or thing.

EXERCISES.

MODEL. This man is tall. *This* is a definitive adjective, demonstrative kind, it defines precisely what is meant; it defines *man*, by Rule VI.

81. Remark. *Definitives* must agree with their nouns in number.

This excellent little boy respects all other good boys. Studious girls like fine, new books. That famous Roman general conquered several Grecian generals.

Each flying soldier sought some secure hiding-place.

LESSON XV.

COMPARISON OF ADJECTIVES.

82. I may say, this man is *tall*, that man is *taller*, but James is the *tallest*.

Here there are three different degrees of height; *tall*, *taller*, *tallest*. This distinction is called in Grammar *comparison*.

83. There are three degrees of comparison; *positive*, *comparative*, and *superlative*.

84. The *positive* describes without comparison: as, "John is *tall*."

85. The *comparative* makes a comparison between two; as, "John is *taller* than James."

86. The *superlative* makes a comparison between three or more; as, "John is the *tallest* of the family."

87. The *comparative* degree is formed by adding *r* or *er* to the positive.

The *superlative* is formed by adding *st* or *est* to the positive.

88. Adjectives are thus compared:—Positive *small*, comparative *smaller*, superlative *smallest*.

Y is changed into *i* before *er*, and *est*: as, happy, *happier*, *happiest*.

89. Compare in this manner, high, pretty, low, green, rough, sweet, sour, heavy, tall.

The comparative degree is usually followed by *than*, and a noun in the nominative to a verb understood; as "Wisdom is better than rubies [are]."

EXERCISES.

MODEL. Thomas is taller than James. *Taller* is an adjective, a word joined to a noun to modify it; descriptive, it describes Thomas; comparative degree, it makes

a comparison between two, and belongs to *Thomas*, by Rule VI.

Wisdom is better than rubies. Platinum is heavier than gold; it is the heaviest of the metals. The best and wisest men are sometimes wrong.

LESSON XVI.

COMPARISON CONTINUED.

90. Most long adjectives are compared by the help of *more* and *most*, or *less* and *least*; as pleasant, *more* pleasant, *most* pleasant; industrious, *less* industrious, *least* industrious.

91. Some adjectives are wanting in some of the degrees, which are supplied by other words.

EXAMPLES.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	better,	best.
Bad, ill, or evil,	worse,	worst.
Much, or many,	more,	most.
Little.	less,	least.

EXERCISES.

The best men are not the most successful.

The worst men are often successful. Honesty is the best policy. Truth is more wonderful than fiction.

LESSON XVII.

ARTICLES.

92. The words *a* or *an*, and *the* are called articles.

93. *A* or *an* is called the indefinite article.

The is called the definite article.

94. The noun without the article is used in its widest sense. *Man* means all men, the race of men.

A man means one man, but no particular man.

The man means a particular man, who was known before.

95. *A* is used before consonant sounds only. *An* is used before vowel sounds.

96. *A* or *an* is used with singular nouns, *the* with singular or plural.

Correct these exercises.

A inkstand. A apple. A hour. A ounce. An horse.
An high hill. A industrious man.

97. The indefinite article limits nouns, by

Rule VII. *The indefinite article limits nouns in the singular number.*

98. The definite article, by

Rule VIII. *The definite article limits nouns in the singular or plural number.*

LESSON XVIII.

PRONOUNS.

99. Pronouns are divided into Personal, Rela-

tive, Interrogative, Possessive, and Definitive pronouns.

100. Personal pronouns are those which always represent the same person.

They show what person they are in by their form.

101. They are *I*, *thou* or *you*, *he*, *she*, and *it*.

I represents the first person; *thou* or *you*, the second; *he*, *she*, and *it*, the third. *He* is masculine; *she* feminine; *it* neuter.

102. They are thus declined:—

SINGULAR.			PLURAL.		
<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
<i>I</i> ,	<i>my</i> ,	<i>me</i> ;	<i>We</i> ,	<i>our</i> ,	<i>us</i> .
<i>Thou</i> ,	<i>thy</i> ,	<i>thee</i> ;	<i>You</i> ,	<i>your</i> ,	<i>you</i> .
<i>He</i> ,	<i>his</i> ,	<i>him</i> ;	<i>They</i> ,	<i>their</i> .	<i>them</i> .
<i>She</i> ,	<i>her</i> ,	<i>her</i> :	<i>They</i> ,	<i>their</i> ,	<i>them</i> .
<i>It</i> ,	<i>its</i> ,	<i>it</i> ;	<i>They</i> ,	<i>their</i> ,	<i>them</i> .

EXERCISES.

MODEL. John studies, he will excel. *He* is a pronoun, it stands for a noun; personal, it shows which person is meant; masculine gender, third person, singular to agree with *John*, by Rule IX.

My horse is stronger than your uncle's horse. They saw us. We respect our friends. Thou, God, seest me. He knew its faults. My uncle came to our house.

LESSON XIX.

RELATIVE PRONOUNS.

103. "The boy, who studies, will learn." *Who* relates to boy and stands for it. It also connects "Who studies" with "The boy will learn."

Who is called a *relative pronoun*.

104. The *Relative* pronouns are *who*, *which*, and *that*. *As* is a relative after *many*, *such*, and *same*.

105. *Relative pronouns* stand for nouns and connect propositions or clauses.

106. *Who* stands for persons, *which* for animals and things. *That* is used in the place of *who* or *which*.

They have the same form in both numbers and are thus declined :

SINGULAR.			PLURAL.		
<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
Who,	whose;	whom;	Who,	whose,	whom.
Which,	whose,	which :	Which,	whose,	which.
That,	whose.	that ;	That,	whose,	that.

EXERCISES.

MODEL. The man, who is good, is happy. *Who* is a pronoun, it stands for a noun; relative, it relates to *man* and connects the clauses; third person, singular to agree with *man*, by Rule IX, and in the nominative case, the subject of *is*, by Rule I.

Point out the clauses, thus : "The man is happy," is

is the principal clause ; “ Who is good,” is the relative clause. *Who* connects the two together.

He is the man, whom I saw. The orator, whom we heard, was eloquent. The rose, which we saw, was fading. The lady, who visited us, has gone to Europe.

LESSON XX.

PRONOUNS CONTINUED.

107. The *I n t e r r o g a t i v e* pronouns are those used in asking questions. They are *who*, *which*, and *what*. When joined to nouns they are interrogative adjectives ; as, “ What man is that ? ”

108. The *P o s s e s s i v e* pronouns are *mine*, *thine*, *ours*, *yours*, *his*, *hers*, *its*, and *theirs*.

109. They are found in the nominative and objective cases ; as, “ This book is *mine*.” “ He has lost *yours*, but she has found *hers*.”

110. The *D e f i n i t i v e* pronouns are the same as the Pronominal adjectives.

111. *This*, *that*, *these*, and *those*, are demonstratives. *Each*, *every*, *either*, *neither*, are distributives.

Some, *any*, *all*, *other*, *both*, *same*, *another*, *one*, *such*, *none*, *few*, *many*, are indefinites.

112. The pronouns, *whoever*, *whichever*, *whosoever*, *whichsoever*, *what*, *whatsoever*, perform a double office, and are called *D o u b l e R e l a t i v e s*. The simplest way of parsing them is as follows : “ I know not what you say.” “ What you say ” is the object of *know*, and “ what ” the object of *say*. “ Whoever studies will

learn." "Whoever studies," is the subject of *will learn*, and "whoever," the subject of *studies*.

EXERCISES.

MODEL. Who gave this book to you? *Who* is a pronoun, it stands for a noun; interrogative, it asks a question; third person, singular to agree with the answer, *father*, by Rule IX.

My father gave it to me. Which is your book? The one with a red cover is mine. What man is that? Which rose will you take? Whoever is industrious and temperate will succeed.

 LESSON XXI.

THE VERB AND ITS CLASSES.

113. The verb is a word that asserts something.

114. When I say "John runs," I express a complete thought; but, when I say "John reads," something else, a *book* or *paper* is necessary to complete the thought.

115. Hence, there are two classes of verbs.

They are called Transitive, and Intransitive.

116. Transitive means *passing over*, because the action passes over from the *actor* to the *object*.

Intransitive means *not passing over*.

117. Transitive verbs are those which require the addition of an object to complete the sense; as, "John *reads his book*."

Intransitive verbs are those which do not require an object ; as, “ John *runs*.”

118. If *it* or *them* can follow a verb, it is transitive, otherwise it is intransitive.

119. Transitive verbs have two forms, called the *Active* and *Passive* voices.

120. In the *Active* voice the subject acts upon some object ; as, “ James teaches William.”

In the *Passive* voice the object is acted upon and is the subject of the verb ; as, “ William is struck by James.”

EXERCISES.

MODEL. Rain falls. *Falls* is a verb, it asserts something ; intransitive, it does not require an object ; third, singular to agree with *rain*, by Rule II.

The snow melts. The warm sun revives the earth. The trees put forth their leaves. The flowers and grass spring up.

LESSON XXII.

THE MODES.

121. Verbs assert action, or being in different ways or manners.

122. The manner in which assertion is made is called *Mode*.

123. There are four modes ; the *Indicative*, the *Potential*, the *Subjunctive*, and *Imperative*.

124. The Indicative indicates or declares positively.

125. The Potential asserts power, liberty, and necessity.

126. The Subjunctive implies a condition or supposition.

127. The Imperative expresses a command, entreaty, or exhortation.

128. There are other forms which do not assert and therefore are not modes.*

129. They are the Infinitives, Participles, and Verbal noun.

The Infinitives of the verb *learn* are *To learn*, and *To have learned*.

The Participles are *Learning*, *Learned*, *Having Learned*.

The Verbal noun is *Learning*.

It can be the subject of a proposition. The participle in *ing* cannot be.

EXERCISES.

MODEL. The sun shines. *Shines* is a verb, it asserts; intransitive, it does not require an object; indicative mode, it asserts positively; third, singular to agree with *sun*, by Rule II.

The waves beat. The sea roars. The carpenter builds houses. Fire burns wood and coal. The smoke rises.

* They are properly verbal nouns, and adjectives, but are attached to the verb since they may be modified like verbs. See *School Grammar*.

The farmer sows his seed. Writing is a useful exercise.
Writing letters to our friends is a pleasant labor.

LESSON XXIII.

THE TENSES.

130. There are three divisions of time ; p r e s e n t ,
p a s t , and f u t u r e .

131. In each of these an action may be asserted as
i n d e f i n i t e , g o i n g o n , or p r o g r e s s i v e ;
and c o m p l e t e d .

He writes is indefinite. *He is writing* is progressive.
He has written is completed.

These distinctions of time are called T e n s e s .

T e n s e means *time*.

132. There are six tenses ; *Present, Past, Future,*
Present Perfect, Past Perfect, Future Perfect.

There are two forms in each ; the *simple*, and the *pro-*
gressive.

133. The simple form is the simple verb alone ; as,
“ John *runs*.” The progressive is formed by adding the
Participle in *ing* to the verb *Be* or *Am* ; as, “ John *is run-*
ning.”

134. The P r e s e n t tense denotes present
time ; as, “ John *writes*.” “ Thomas *is reading*.”

135. The P a s t tense denotes past time ;
as, “ He *came* yesterday.” “ He *was studying* his les-
son.”

136. The f u t u r e tense denotes future
time ; as, “ He *will write*.” “ The flowers *will be*
blooming.”

The signs are *shall* and *will*.

EXERCISES.

MODEL. Mary studies her lesson. *Studies* is a verb, it asserts; transitive, it requires an object; indicative mode, it asserts positively; present tense, it denotes present time; third, singular to agree with *Mary*, by Rule II.

The birds are singing. He retired early. The farmer was ploughing his field. The sun was shining.

LESSON XXIV.

THE TENSES OF COMPLETED ACTION.

137. The Present Perfect tense denotes an action or state completed in past time connected with the present; as, "James has written a letter to-day." "He has been writing to-day." Its signs are *have, hast, has*.

138. The Past Perfect tense denotes an action or state completed before some past time; as, "He had gone when I came." "He had been writing before I came." Its signs are *had, hadst*.

139. The Future Perfect tense denotes that an action or state will be completed before some future time; as, "He will have gone before you get there." "He will have been traveling a week to-morrow." Its signs are *shall have, will have*.

EXERCISES.

MODEL. He has written a letter. *Has written* is a verb, it asserts; transitive, it requires an object; indicative mode, it asserts positively; present perfect tense, it denotes an action completed in present time; third, singular to agree with *he*, by Rule II.

Thomas had gone before the stage came. The messenger will have reached him to-morrow.

He has been studying Latin and Greek. Mary had been playing with her doll. James will have been studying an hour when the clock strikes.

 LESSON XXV.

TENSES OF THE POTENTIAL.

140. The six tenses belong only to the Indicative mode, since that, only, asserts positively.

The tenses do not have the same definite meaning in the other modes.

141. The Potential has four forms:—*Present, Past, Present Perfect, Past Perfect.*

142. The signs of the Present are *may, can, must.*

The signs of the Past are *might, could, would, and should.*

The signs of the Present Perfect, *may have, can have, must have.*

The signs of the Past Perfect, *might have, could have, &c.* In respect to time these tenses are indefinite; especially the *Present* and *Past.*

143. The *P r e s e n t* tense denotes present or future time according to the modifying words ; as, “He may go *now*,” or “He may go *to-morrow*.”

The *P a s t* tense implies present, past, or future time ; as, “I would go *now*, if it were possible.” “I could not go *last year*.” “You should return *next week*.”

The *P r e s e n t P e r f e c t* tense denotes what may have taken place in past time.

The *P a s t P e r f e c t* tense denotes what might have taken place in past time.

TENSES OF THE SUBJUNCTIVE, IMPERATIVE, &C.

144. The *S u b j u n c t i v e* mode has two forms called the *P r e s e n t* and *P a s t* tenses.

The *P r e s e n t* denotes a future condition ; as, “If he study ” means *if he shall study*.

The *P a s t* denotes a supposition in present time which is known not to be real ; as, “If he were studious, he would learn,” but he is not studious.

145. The *I m p e r a t i v e* has only the *P r e s e n t* tense and second person.

146. The *I n f i n i t i v e* has two forms. *P r e s e n t*, *To love* ; and *P e r f e c t*, *To have loved*.

The *P a r t i c i p l e* has three forms, the *I m p e r f e c t*, *Loving* ; the *P e r f e c t*, *Loved* ; and the *C o m p o u n d*, *Having Loved*.

The *I m p e r f e c t* ends in *ing*, the *P e r f e c t* generally in *ed*.

EXERCISES.

The apple is sour. The time has come. The wind blew. His farm produces corn, wheat, hay, and oats.

LESSON XXVI.

THE REGULAR AND IRREGULAR OR STRONG AND WEAK VERBS.

147. The *principal parts* of a verb are the Present and Past tenses indicative, and the Perfect Participle.

From these, the other parts of the verb are formed.

148. There are two ways of forming these principal parts, and therefore two classes of verbs.

One class adds a syllable to the present tense, the other changes the vowel; as, learn, *learned*; sing, *sang*, *sung*.

149. They are commonly called Regular and Irregular, and are thus defined :

The Regular verbs add *d* or *ed* to form their principal parts.

The Irregular verbs do not add *d* or *ed* to form their principal parts.

150. The later and more correct division is into *Strong* and *Weak* verbs.

151. The *Strong* verbs form their principal parts by changing the vowel; as, sing, *sang*, *sung*.

The *Weak* verbs require the addition of a letter or syllable, *t*, *d*, or *ed*; as, keep, kept, kept; love, loved, loved; learn, learned, learned.

The *Strong* verbs are so called, because they *form* their parts in themselves ; while the *Weak* require an addition from without.

It is sufficient to say in parsing that the verb adds *ed* to form the past tense.

EXERCISES.

MODEL. He had studied. *Had studied* is a verb ; weak (or regular) it adds *ed* to form its past tense ; indicative mode, it asserts positively ; past perfect tense, it denotes what had taken place before some other action ; third, singular to agree with *he*, by Rule II.

He has gone. The river has fallen. The birds have flown. James has written a letter. Mary has recited her lesson.

LESSON XXVII.

CONJUGATION OF THE VERB BE OR AM.

152. *Conjugation* is the regular arrangement of the voices, modes, tenses, numbers, and persons.

The verb *Be* is a defective verb made up of the verbs, *am*, *be*, and *was*.

PRINCIPAL PARTS.

Present, am. *Past*, was. *Perfect Part.*, been.

INDICATIVE MODE.

PRESENT TENSE.

Singular.

Plural.

1st Person, I am,

1st Person, We are,

2d Person, Thou art,

2d Person, You are,

3d Person, He is ;

3d Person, They are.

PAST TENSE.

Singular.

Plural.

- | | |
|---------------|---------------|
| 1. I was, | 1. We were, |
| 2. Thou wast, | 2. You were, |
| 3. He was ; | 3. They were. |

FUTURE TENSE.

Singular.

Plural.

- | | |
|----------------------------------|----------------------------------|
| 1. I shall <i>or</i> will be, | 1. We shall <i>or</i> will be, |
| 2. Thou shalt <i>or</i> wilt be, | 2. You shall <i>or</i> will be, |
| 3. He shall <i>or</i> will be ; | 3. They shall <i>or</i> will be. |

PRESENT PERFECT TENSE.

Singular.

Plural.

- | | |
|--------------------|--------------------|
| 1. I have been, | 1. We have been, |
| 2. Thou hast been, | 2. You have been, |
| 3. He has been ; | 3. They have been. |

PAST PERFECT TENSE.

Singular.

Plural.

- | | |
|---------------------|-------------------|
| 1. I had been, | 1. We had been, |
| 2. Thou hadst been, | 2. You had been, |
| 3. He had been ; | 3. They had been. |

FUTURE PERFECT TENSE.

Singular.

Plural.

- | | |
|---|---|
| 1. I shall <i>or</i> will have been, | 1. We shall <i>or</i> will have been, |
| 2. Thou shalt <i>or</i> wilt have been, | 2. You shall <i>or</i> will have been, |
| 3. He shall <i>or</i> will have been ; | 3. They shall <i>or</i> will have been. |

EXERCISES.

He had been rich. James was a painter. He will be wise, if he listens to his advice. It is summer, and the fields are green.

LESSON XXVIII.

POTENTIAL MODE OF BE OR AM.

PRESENT.

Signs, *may, can, must.* Conjugate with each.

Singular.

Plural.

- | | |
|-------------------|-----------------|
| 1. I may be, | 1. We may be, |
| 2. Thou mayst be, | 2. You may be, |
| 3. He may be ; | 3. They may be. |

PAST.

Signs, *might, could, would, and should.*

Singular.

Plural.

- | | |
|---------------------|-------------------|
| 1. I might be, | 1. We might be, |
| 2. Thou mightst be, | 2. You might be, |
| 3. He might be ; | 3. They might be. |

PRESENT PERFECT.

Signs, *may have, can have, must have.*

Singular.

Plural.

- | | |
|--------------------------|------------------------|
| 1. I may have been, | 1. We may have been, |
| 2. Thou mayst have been, | 2. You may have been, |
| 3. He may have been ; | 3. They may have been. |

PAST PERFECT.

Signs, *might have, could have, would have, should have.*

Singular.

Plural.

- | | |
|----------------------------|--------------------------|
| 1. I might have been, | 1. We might have been, |
| 2. Thou mightst have been, | 2. You might have been, |
| 3. He might have been ; | 3. They might have been. |

SUBJUNCTIVE MODE.

PRESENT.

Singular.

Plural.

- | | |
|----------------|----------------|
| 1. If I be, | 1. If we be, |
| 2. If thou be, | 2. If you be, |
| 3. If he be ; | 3. If they be. |

PAST.

Singular.

Plural.

- | | |
|------------------|------------------|
| 1. If I were, | 1. If we were, |
| 2. If thou wert, | 2. If you were, |
| 3. If he were ; | 3. If they were. |

IMPERATIVE MODE.

Singular.

Plural.

- | | |
|--------------------|------------------|
| 2. Be thou or you, | 2. Be ye or you. |
|--------------------|------------------|

INFINITIVES.

Present. To be.

Perfect. To have been.

PARTICIPLES.

Imperfect. Being. *Perfect.* Been. *Compound.* Having been

153. A synopsis is given by naming the first person singular of each mode and tense.

154. *Synopsis of Be or Am.*

INDICATIVE.

POTENTIAL.

Present, I am.

I may, can, or must be.

Past, I was.

I might, could, would, or

Future, I shall, or will be.

should be.

Pres. Perf., I have been.

I may, or can have been.

Past Perf., I had been.

I might, or could have been.

Fut. Perf., I shall, or will
have been.

SUBJUNCTIVE.

Present, If I be.

Past, If I were.

IMPERATIVE.

Be thou, or you.

INFINITIVES.

Present, To be.

Perfect, To have been.

PARTICIPLES.

Imperfect, Being. *Perf.*, Been. *Compound*, Having been.

EXERCISES.

He may be there if he is not at home. He will be happy. James might have been rich if he had been prudent.

LESSON XXIX.

155. CONJUGATION OF THE VERB LOVE.

PRINCIPAL PARTS.

Present, love. *Past*, loved. *Perfect Part.*, loved.

INDICATIVE MODE.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|-----------------|---------------|
| 1. I love, | 1. We love, |
| 2. Thou lovest, | 2. You love, |
| 3. He loves ; | 3. They love. |

PAST TENSE.

*Singular.**Plural.*

- | | |
|------------------|----------------|
| 1. I loved, | 1. We loved, |
| 2. Thou lovedst, | 2. You loved, |
| 3. He loved ; | 3. They loved. |

FUTURE TENSE.

*Singular.**Plural.*

- | | |
|------------------------------------|------------------------------------|
| 1. I shall <i>or</i> will love, | 1. We shall <i>or</i> will love, |
| 2. Thou shalt <i>or</i> wilt love, | 2. You shall <i>or</i> will love, |
| 3. He shall <i>or</i> will love ; | 3. They shall <i>or</i> will love. |

PRESENT PERFECT TENSE.

*Singular.**Plural.*

- | | |
|---------------------|---------------------|
| 1. I have loved, | 1. We have loved, |
| 2. Thou hast loved, | 2. You have loved, |
| 3. He has loved ; | 3. They have loved. |

PAST PERFECT TENSE.

*Singular.**Plural.*

- | | |
|----------------------|--------------------|
| 1. I had loved, | 1. We had loved, |
| 2. Thou hadst loved, | 2. You had loved, |
| 3. He had loved ; | 3. They had loved. |

FUTURE PERFECT TENSE.

*Singular.**Plural.*

- | | |
|--|-----------------------------------|
| 1. I shall <i>or</i> will have loved, | 1. We shall <i>or</i> will have |
| 2. Thou shalt <i>or</i> wilt have | loved, |
| loved, | 2. You shall <i>or</i> will have |
| 3. He shall <i>or</i> will have loved; | loved, |
| | 3. They shall <i>or</i> will have |
| | loved. |

POTENTIAL.

PRESENT.

*Singular.**Plural.*

- | | |
|---------------------|-------------------|
| 1. I may love, | 1. We may love, |
| 2. Thou mayst love, | 2. You may love, |
| 3. He may love ; | 3. They may love. |

PAST.

*Singular.**Plural.*

- | | |
|------------------------|---------------------|
| 1. I might love, | 1. We might love, |
| 2. Thou mightest love, | 2. You might love, |
| 3. He might love ; | 3. They might love. |

PRESENT PERFECT.

*Singular.**Plural.*

- | | |
|---------------------------|-------------------------|
| 1. I may have loved, | 1. We may have loved, |
| 2. Thou mayst have loved, | 2. You may have loved, |
| 3. He may have loved ; | 3. They may have loved. |

PAST PERFECT.

*Singular.**Plural.*

- | | |
|-----------------------------|---------------------------|
| 1. I might have loved, | 1. We might have loved, |
| 2. Thou mightst have loved, | 2. You might have loved, |
| 3. He might have loved ; | 3. They might have loved. |

SUBJUNCTIVE.

PRESENT.

*Singular.**Plural.*

- | | |
|------------------|------------------|
| 1. If I love, | 1. If we love, |
| 2. If thou love, | 2. If you love, |
| 3. If he love ; | 3. If they love. |

The Present is the only conditional form that differs from the indicative except the past of *be* or *am*.

IMPERATIVE.

*Singular.**Plural.*

- | | |
|-----------------------------|---------------------------|
| 2. Love thou <i>or</i> you. | 2. Love ye <i>or</i> you. |
|-----------------------------|---------------------------|

INFINITIVES.

Present, To love. *Perfect*, To have loved.

PARTICIPLES.

Imper., Loving. *Per.*, Loved. *Compound*, Having loved.

Let the pupil write or give a synopsis of this verb. Like love, conjugate learn, study, play.

EXERCISES.

MODEL. He may have loved. *May have loved* is a verb, it asserts, weak (or regular,) it adds *ed* to form the past tense ; transitive, it requires an object, potential, it implies possibility ; present perfect, it asserts

what may have taken place ; third, singular to agree with *he*, by Rule II.

I learn my lesson by hard study. James had played until he was tired. We play ball after we have learned our lessons.

LESSON XXX.

PROGRESSIVE FORM OF LEARN.

156. The progressive form is conjugated by adding the Imperfect Participle of any verb to the forms of *be* or *am*.

157. *Synopsis of Learn, Progressive Form.*

INDICATIVE MODE.

Present, I am learning.

Past, I was learning.

Future, I shall or will be learning.

Pres. Per., I have been learning.

Past Per., I had been learning.

Fut. Per., I shall have been learning.

POTENTIAL MODE.

I may be learning.

I might be learning.

I may have been learning.

I might have been learning.

SUBJUNCTIVE MODE.

Present, If I be learning.

Past, If I were learning.

IMPERATIVE MODE.

Singular.

Plural.

1. Be thou learning.

2. Be ye learning.

INFINITIVES.

Present, To be learning. *Perf.*, To have been learning.

Conjugate thus :—I am learning, Thou art learning, He is learning, We are learning, &c.

EXERCISES.

MODEL. If he learn, he will please us. (*If he*) *learn* is a verb, it asserts ; weak or regular, it adds *ed* to form the past tense ; transitive, it requires an object ; subjunctive mode, it implies a future condition ; present tense in its form ; third, singular to agree with *he*, by Rule II.

If it rain to-morrow, I cannot go. If it were he, he would come to see us. Come to me and bring me your book. I saw a boy reading his book.

LESSON XXXI.

THE PASSIVE VOICE OF LOVE.

158. The Passive voice is formed by adding the perfect participle of any transitive verb to the forms of the verb *be* or *am*.

INDICATIVE MODE.

PRESENT TENSE.

Singular.

- I. I am loved,
2. Thou art loved,
3. He is loved ;

Plural.

1. We are loved,
2. You are loved,
3. They are loved.

PAST TENSE.

*Singular.**Plural.*

- | | |
|---------------------|---------------------|
| 1. I was loved, | 1. We were loved, |
| 2. Thou wast loved, | 2. You were loved, |
| 3. He was loved ; | 3. They were loved. |

FUTURE TENSE.

*Singular.**Plural.*

- | | |
|------------------------|------------------------|
| 1. I shall be loved, | 1. We shall be loved, |
| 2. Thou wilt be loved, | 2. You will be loved, |
| 3. He will be loved ; | 3. They will be loved. |

PRESENT PERFECT TENSE.

*Singular.**Plural.*

- | | |
|--------------------------|--------------------------|
| 1. I have been loved, | 1. We have been loved, |
| 2. Thou hast been loved, | 2. You have been loved, |
| 3. He has been loved ; | 3. They have been loved. |

PAST PERFECT TENSE.

*Singular.**Plural.*

- | | |
|---------------------------|-------------------------|
| 1. I had been loved, | 1. We had been loved, |
| 2. Thou hadst been loved, | 2. You had been loved, |
| 3. He had been loved ; | 3. They had been loved. |

FUTURE PERFECT TENSE.

*Singular.**Plural.*

- | | |
|-------------------------------|-------------------------------|
| 1. I shall have been loved, | 1. We shall have been loved, |
| 2. Thou wilt have been loved, | 2. You will have been loved, |
| 3. He will have been loved ; | 3. They will have been loved. |

POTENTIAL MODE.

PRESENT.

*Singular.**Plural.*

- | | |
|-------------------------|-----------------------|
| 1. I may be loved, | 1. We may be loved, |
| 2. Thou mayst be loved, | 2. You may be loved, |
| 3. He may be loved ; | 3. They may be loved. |

PAST.

*Singular.**Plural.*

- | | |
|---------------------------|-------------------------|
| 1. I might be loved, | 1. We might be loved, |
| 2. Thou mightst be loved, | 2. You might be loved, |
| 3. He might be loved ; | 3. They might be loved. |

PRESENT PERFECT.

*Singular.**Plural.*

- | | |
|-----------------------------------|------------------------------|
| 1. I may have been loved, | 1. We may have been loved, |
| 2. Thou mayst have been
loved, | 2. You may have been loved, |
| 3. He may have been loved ; | 3. They may have been loved. |

PAST PERFECT.

*Singular.**Plural.*

- | | |
|-------------------------------------|-----------------------------------|
| 1. I might have been loved, | 1. We might have been loved, |
| 2. Thou mightst have been
loved, | 2. You might have been
loved, |
| 3. He might have been loved ; | 3. They might have been
loved. |

SUBJUNCTIVE MODE.

PRESENT.

Singular.

1. If I be loved,
2. If thou be loved,
3. If he be loved ;

Plural.

1. If we be loved,
2. If you be loved,
3. If they be loved.

PAST.

Singular.

1. If I were loved,
2. If thou wert loved,
3. If he were loved ;

Plural.

1. If we were loved,
2. If you were loved,
3. If they were loved,

IMPERATIVE.

Singular.

2. Be thou or you loved.

Plural.

2. Be ye or you loved.

INFINITIVES.

Present, To be loved.

Perfect, To have been loved.

PARTICIPLES.

Imperfect, Being loved.

Perfect, Loved.

Compound, Having been loved.

Conjugate in like manner, *learn*, *place*, *teach*.

EXERCISES.

MODEL. I am praised. *Am praised* is a verb, it asserts ; weak or regular,* it forms its past tense by adding *ed* ; transitive, it requires an object ; passive voice,

* The teacher may use the terms *weak* or *regular*, as he may desire. The terms *regular* and *irregular*, though long used, are not scientifically correct and are objectionable. I prefer to follow the highest authorities in the use of *weak* and *strong*.

the object is used as subject, indicative, present, first singular to agree with *I*, by Rule II.

You are loved. They are blessed. We were esteemed. James was accused. He has heard the news. She had learned her lesson. They will be loved.

LESSON XXXII.

159. CONJUGATION OF THE STRONG VERB TAKE.

PRINCIPAL PARTS.

Present, take. *Past*, took. *Perfect Participle*, taken.

INDICATIVE MODE.

PRESENT.

Singular.

1. I take,
2. Thou takest,
3. He takes;

Plural.

1. We take,
2. You take,
3. They take.

PAST.

Singular.

1. I took,
2. Thou tookest,
3. He took;

Plural.

1. We took,
2. You took,
3. They took.

FUTURE.

Singular.

1. I shall take.

Plural.

1. We shall take.

PRESENT PERFECT.

*Singular.**Plural.*

1. I have taken.

1. We have taken.

PAST PERFECT.

*Singular.**Plural.*

1. I had taken.

1. We had taken.

FUTURE PERFECT.

*Singular.**Plural.*

1. I shall have taken.

1. We shall have taken.

POTENTIAL.

PRESENT.

*Singular.**Plural.*

1. I may, can, or must take.

1. We may, can, or must take.

PAST.

*Singular.**Plural.*

1. I might, could, would, or should take.

1. We might, could, would, or should take.

PRESENT PERFECT.

*Singular.**Plural.*

1. I may, can, or must have taken.

1. We may, can, or must have taken.

PAST PERFECT.

*Singular.**Plural.*

1. I might, could, would, or should have taken.

1. We might, could, would, or should have taken.

SUBJUNCTIVE.

PRESENT.

*Singular.**Plural.*

1. If I take, If thou take, &c. I. If we take.

IMPERATIVE.

*Singular.**Plural.*

2. Take thou or you.

2. Take ye or you.

INFINITIVES.

Present, To take.*Perfect,* To have taken.

PARTICIPLES.

Imperfect, Taking.*Perfect,* Taken.*Compound,* Having taken.

Give a synopsis in full of this verb.

EXERCISES.

He sang a song. The birds were singing. In all the meadows the flowers are blooming, for joyous spring has come again.

LESSON XXXIII.

160. INTERROGATIVE FORM OF LEARN.

INDICATIVE.

POTENTIAL.

Present, Do I learn?*Present,* May I learn?*Past,* Did I learn?*Past,* Might I learn?*Future,* Shall I learn?*Pres. Per.,* Have I learned? *Pres. Per.,* May I have*Past Per.,* Had I learned? learned?*Ent. Per.,* Shall I have learned? *Past Per.,* Might I have learned?

161. THE INFINITIVES AND PARTICIPLES.

There are two forms of the infinitive ; the *simple* infinitive without *to*, and the form with *to* or the prepositional infinitive.

The first is the true infinitive, the last is a case of the infinitive.

162. The simple infinitive is now found only after *may, can, must, will, shall, do, let, make, need, have, hear, see, bid, dare, feel*, and sometimes, *observe, perceive, know, help*.

163. The Infinitive depends upon *verbs, nouns, and adjectives* ; as, “He *desires* to play.” “A *time* to learn.” “He is *anxious* to improve.”

164. The compound tenses *will love, may love, can love* are indicative tenses of *will, may, and can*, followed by the simple infinitive.

165. The Participle partakes of the nature of the adjective.

166. It is sometimes used as an adjective ; as, “The *rising* sun.” “The *opening* flower.”

It is then a *Participial* adjective.

167. When *un* is joined to the perfect participle. it becomes an adjective, unless there is a verb of that form ; as, *unawakened, unconcerned*.

EXERCISES.

MODEL. *To play* is the present infinitive of the verb *play*, and depends upon *desires*, by

Rule XXI. *The Infinitive depends upon verbs, nouns, and adjectives.*

Having learned is a compound participle from the verb learned and refers to *James*, by

Rule XXIII. *Participles refer to nouns and pronouns.*

He desires *to play* in the fields. *James, having learned* his lesson, recited it. He is eager *to learn*. Boys love *to play*. The rising sun dispels the darkness.

LESSON XXXIV.

THE IRREGULAR OR STRONG VERB.

168. The Irregular verb, commonly so called, includes several classes. 1st. The strong verbs; as, *sing, sang, sung*. 2d. Some defectives; as, *am, was, been*. 3d. Those that are weak in the past tense, but have the participle in *en*. 4th. Those that have also a weak or regular form, marked R. 5th. Those that change the vowel and add the termination; as, *seek, sough-t*, marked W. The parts not now in use are put in italics.

PRESENT.	PAST.	PER. PARTICIPLE.
Abide,	abode, *	abode.
Am or be,	was,	been.
Awake,	awoke, R.	awaked.
Bear,	bore, <i>bare</i> ,	borne.
Beat,	beat,	beat, beaten.
Begin,	began,	begun.
Bend,	bent, bended,	bent.
Beseech,	besought,	besought, W.
Bid,	bid, bade,	bidden, bid.
Bind,	bound,	bound.

PRESENT.	PAST.	PER. PARTICIPLE.
Bite,	bit,	bitten, bit.
Bleed,	bled,	bled.
Blow,	blew,	blown.
Break,	broke, <i>brake</i> .	broken.
Breed,	bred,	bred.
Bring,	brought,	brought, W.
Burst,	burst,	burst.
Buy,	bought,	bought, W.
Cast,	cast,	cast.
Catch,	caught,	caught, W.
Chide,	chid,	chidden, chid.
Choose,	chose,	chosen.
Cleave, (to adhere.)	cleaved, <i>clave</i> ,	cleaved.
Cleave, (to split.)	clove, <i>clave</i> , cleft,	cloven, cleft.
Cling,	clung,	clung.
Clothe,	clad, R.	clad.
Come,	came,	come.
Cost,	cost,	cost.
Creep,	crept,	crept.
Crow.	crew, R.	<i>crown</i> .
Cut,	cut,	cut.
Dare,	durst, R.	durst.
Deal.	dealt, R.	dealt.
Dig.	dug, R.	dug.
Do,	did,	done.
Draw,	drew,	drawn.
Drink,	drank,	drunk.
Drive.	drove, <i>drave</i> ,	driven.
Eat,	ate, eat,	aten.
Fall,	fell,	fallen.
Feed.	fed,	fed.

PRESENT.	PAST.	PER. PARTICIPLE.
Fight,	fought,	fought, W.
Find,	found.	found.
Fling,	flung,	flung.
Fly,	flew,	flown.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Get,	got, <i>gat</i> ,	gotten, got.
Give,	gave,	given.
Go,	went,	gone.
Grind,	ground,	ground.
Grow,	grew,	grown.
Hang,	hung, R.	hung.
Have,	had,	had.
Heave,	hove, R.	hoven.
Hew,	hewed,	hewn.
Hide,	hid,	hidden, hid.
Hold,	held,	held, holden.
Hurt,	hurt,	hurt.
Knit,	knit, R.	knit.
Know,	knew,	known.
Lade,	laded,	laden.
Lay,	laid,	laid.
Lead,	led,	led.
Lie,	lay,	lain.
Light,	lit, R.	lit.
Lose,	lost,	lost.
Make,	made,	made.
Meet,	met,	met.
Mow,	mowed,	mown.
Put,	put,	put.
Read,	read, (pron. <i>red</i> .)	read, (<i>red</i> .)

PRESENT.	PAST.	PER. PARTICIPLE.
Rid,	rid,	rid.
Ride,	rode,	ridden, rid.
Ring,	rang, rung,	rung.
Rise,	rose,	risen.
Run,	ran,	run.
See,	saw,	seen.
Seek,	sought,	sought, W.
Sell,	sold,	sold, W.
Set,	set,	set.
Sit,	sat,	sat.
Shake,	shook,	shaken.
Shed,	shed,	shed.
Shine,	shone, R.	shone.
Shoot,	shot,	shot.
Shrink,	shrank, shrank,	shrank.
Sing,	sang, sung,	sung.
Sink,	sunk, sank,	sunk.
Slay,	slew,	slain.
Slide,	slid,	slidden.
Sling,	slung, <i>slang</i> ,	slung.
Smite,	smote,	smitten.
Speak,	spoke, spake,	spoken.
Spin,	spun, span,	spun.
Spring,	sprang, sprung,	sprung.
Stand,	stood,	stood.
Steal,	stole,	stolen.
Stick,	stuck,	stuck.
Sting,	stung,	stung.
Stride,	strode,	stridden.
Strike,	struck,	struck, stricken.
String,	strung,	strung.

PRESENT.	PAST.	PER. PARTICIPLE.
Strive,	strove,	striven.
Swear,	swore, <i>sware</i> ,	sworn.
Swell,	swelled,	swollen.
Swim,	swum, swam,	swum.
Swing,	swung,	swung.
Take,	took,	taken.
Teach,	taught,	taught, W.
Tear,	tore, tare,	torn.
Tell,	told,	told.
Think,	thought,	thought, W.
Thrive,	throve,	thriven.
Throw,	threw,	thrown.
Tread,	trod,	trodden.
Wear,	wore,	worn.
Weave,	wove,	woven.
Win,	won,	won.
Wind,	wound,	wound.
Wring,	wrung, R.	wrung.
Write,	wrote,	written.

The past tense and past participle should not be used for each other.

EXERCISES FOR CORRECTION.

The horses drawed the carriage. The horses were drove. The birds have flew away. The stream has froze over. They have wrote to-day. The meeting has began. She has sang a song. The sun has rose. They done their work. My watch was stole. The ball was throwed. The apples have fell. The letter was writ. The letter was wrote badly. We rid a mile. I have not saw him. My uncle has came. The bird has flew away.

LESSON XXXV.

DEFECTIVE VERBS.

169. A few verbs are defective or wanting in some of their parts.

Am, was, been is a defective verb, made up of *am, was, be*, three words.

Go, went, gone is defective. *Went* is the past tense of *wend*.

170. The auxiliary verbs *shall, will, may, can, must*, are defective in all but the present and past tenses, indicative.

UNIPERSONAL VERBS.

171. Unipersonal verbs are those that are found only in the third person singular; as, *It rains. It hails. It snows.*

LESSON XXXVI.

ADVERBS.

172. When I say "He runs swiftly," "She speaks correctly," *swiftly* and *correctly* tell how the thing or action is done, and modify the verb.

173. They are called adverbs, which means *to a verb*, that is, added to a verb.

174. Adverbs also modify *adjectives* and other *adverbs*; as, *most pleasant, very slowly*.

175. An adverb is a word joined to verbs, adjectives, and other adverbs to modify them.

176. They are divided into classes according to their meaning.

Adverbs of *manner* ; justly, pleasantly, sweetly.

Adverbs of *time* ; now, to-day, lately, since, then.

Adverbs of *place* ; here, there, where, hence.

Adverbs of *degree* ; more, most, hardly, less.

Adverbs of *affirmation* ; yea, yes, certainly.

Adverbs of *negation* ; no, not.

177. Some adverbs are used to connect propositions and clauses, and are called *Connective Adverbs* : as, "He will hear the news *when* he arrives."

178. Adverbs are compared like adjectives ; as, *far* *farther*, *farthest* ; *wisely*, *more wisely*, *most wisely*.

EXERCISES.

MODEL. The sun shines brightly. *Brightly* is an adverb, it is a word used to modify verbs, and modifies *shines*, by

Rule XVI. *Adverbs modify verbs, adjectives, and other adverbs.*

Thomas learns rapidly. Susan is very diligent. He drove very swiftly. They came to-day. They are very young. The trees bend, when the wind blows.

LESSON XXXVII.

PREPOSITIONS.

179. He came *with* me. *With* connects the objective case *me* with *came*, and shows the relation between them.

It is called a *preposition*.

180. The word which follows the preposition is always in the objective case.

181. A Preposition is a word which shows the relation between its objective case and some other word in the same sentence.

182. The preposition with its object is called an *adjunct*; as, "He came *with me*." *With me* is an adjunct modifying *came*.

183. The principal prepositions are:—About, above, after, against, among, amongst, around, at, before, behind, beside, besides, beyond, by, down, for, from, in, into, of, on, over, through, to, under, unto, up, upon, with, within, without.

For others see "School Grammar."

EXERCISES.

MODEL. He resides in Richmond. *In* is a preposition, a word used to show the relation of nouns and pronouns to other words; it shows the relation between *Richmond* and *resides*, by

Rule XVII. *Prepositions show the relation between nouns and pronouns and other words in the same sentence.*

Richmond is the object of *in*, by

Rule XVIII. *Prepositions are followed by the objective case.*

Flowers bloom in summer. Rivers flow into the sea. He came from Rome. Birds fly through the air. The ball rolls along the ground.

LESSON XXXVIII.

CONJUNCTIONS.

184. "John writes and Thomas reads." Here *and* connects two propositions without forming a part of either.

It is called a *conjunction*, which means *joining together*.

185. A *conjunction* is a word used to connect words and propositions.

186. The principal conjunctions are:—And, as, although, because, but, either, except, for, if, lest, neither, nor, or, than, that, though, unless, whether, yet.

INTERJECTIONS.

187. The interjection is a word used in cries of pain, anger, sorrow, calling, &c. They are chiefly, O! oh! ah! alas! hold! shame! tush! away! lo! &c.

188. There are *nine* classes of words called *parts of speech*.

189. They are the Noun, Pronoun, Verb, Adjective, Article, Adverb, Preposition, Conjunction, and Interjection.

EXERCISES.

MODEL. Mary and her sister have come. *And* is a conjunction, it is used to connect words and sentences. It connects *Mary* and *sister*, by

Rule XIX. *Conjunctions connect words and sentences.*

The winter is past and spring has come. James or his brother will come to-morrow. Peaches, apples, and pears grow in the orchard.

PART SECOND.

SYNTAX.

LESSON XXXIX.

190. Syntax treats of the construction of sentences according to the laws of the language.

191. Language consists of sentences, propositions, clauses, and phrases.

192. A Sentence is a collection of words making complete sense.

193. A Proposition is a simple assertion ; as, John runs.

194. When a sentence contains but one proposition, it is a *simple* sentence ; when more than one, a *compound* sentence.

195. The *clause* is a proposition or a collection of words introducing some new fact, and which is dependent upon some word in the sentence ; as, "The tree which you see is a maple." "Which you see," is a clause dependent upon *tree*.

Clauses may be used as members of a proposition.

196. A Phrase is a short expression like, *in vain, in fine, in short, to be sure, &c.*

They express a single idea when taken together. Taken word by word they have no grammatical connection with the rest of the proposition.

THE RULES OF SYNTAX.

LESSON XL.

197. Rule I. The subject of the verb is put in the nominative case.

198. The infinitive, a clause, or a sentence, may be used as the subject of the verb ; as, "*To err* is human, *to forgive*, divine." "*Whoever runs*, may read." "*That Columbus discovered America* is well known."

199. Rule II. The verb must agree with its subject in number and person.

200. Two or more subjects connected by *and* require a plural verb.

201. Two or more subjects connected by *or* or *nor* require a singular verb.

302. Collective nouns take a plural verb when *they* may be substituted for them, in other cases the singular.

EXERCISES TO BE CORRECTED AND PARSED.

The clouds has dispersed. The birds sings. There was three men in the company. There is men who never think. Idleness and ignorance is the parent of many vices. James and John was there. John or William have come. The horse or cow are his.

A meeting were called. The crowd were very great. The council was unanimous. The assembly was divided in opinion.

LESSON XLI.

203. Rule III. The noun or pronoun in the predicate agrees with the subject in case; as, "It is I." "It is he." "It is they."

204. The infinitive or a clause may take the place of the noun: "To sleep is to dream." "The old saying is, "*Honesty is the best policy.*"

EXERCISES.

Correct. It was he that said it. It is they who are to blame. James is a skillful workman.

Incorrect. It was me that you saw. It is them. If it is them whom you saw, it is right.

205. Rule IV. A noun or pronoun limiting another noun or pronoun denoting the same person or thing is put in the same case; as, "Paul, the Apostle." "I, James Morton, offer a reward." This is called Apposition.

Correct. Newton, the great philosopher, was an humble Christian. *We men* are mortal. *Ye men* of Athens. Jane and Mary, our cousins. *Thou*, even *thou art* feared.

Incorrect. It was Virgil, him who wrote the *Æneid*. I speak of Cromwell. he who beheaded Charles. Thomas and Maria, our cousin.

LESSON XLII.

206. Rule V. A noun or pronoun limiting another noun denoting a different person or thing is put in the possessive case.

Or, *The Possessive case limits the following noun.*

The possessive case modifies like an adjective; as, "John's hat," *John's* limits or describes hat.

207. The *noun*, and preposition *of*, are often used instead of the possessive case; as, "The hat of John," for *John's* hat.

208. When two or three nouns in apposition follow each other, the sign of the possessive is annexed to the last; as, "Paul, the apostle's journey."

209. When the thing possessed belongs to several persons, the sign is annexed to the last only; as, "James, Thomas, and William's house."

When the thing belongs to each one separately, the sign is annexed to each; as, "Webster's and Worcester's Dictionaries."

EXERCISES.

Correct. He accompanied me to St. Mary's church. The church of St. Mary. That is Brown, the printer's house. Smith, Brown, and Jones's store. Sargent's and Sanders' readers. Sterling and Campbell's series of "Our Own Books." The King of Saxony's army.

Incorrect. This was your fathers estate. One mans loss is often another mans gain. These books are their's. **those** are your's. The men shoes are in the box.

Daniel's Websters speech. David and Solomon's reign were prosperous. Mary's sister's cousin's child is sick.

LESSON XLIII.

210. Rule VI. Adjectives modify the nouns and pronouns which they describe or define.

Definitives must agree with their nouns in number.

211. They modify infinitives; as, "*To see the sun is pleasant;*" and sentences; as, "*That he should have refused the appointment is extraordinary.*"

They sometimes modify other adjectives; as, "*Red hot iron.*"

They modify also a noun and adjective taken together as one idea; as, "*A poor old man.*" "*A fine bay horse.*"

212. Adjectives should not be used in the place of adverbs.

With *the* they are used as nouns; as, "*The rich are not always happy.*"

213. When comparison is made between two objects, the *comparative* degree must be used; when it is made between three or more, the *superlative* is used.

EXERCISES.

Incorrect. A new barrel of flour. (It should be "A barrel of new flour.") A clear spring of water. A green load of wood. A new pair of boots. She reads proper, writes neat, and sings elegant. A tree fifty foot high. Twenty ton of hay.

James is the tallest of the two. He is the oldest of

the two. It is the most best. His is the bestest. Eve was the fairest of all her daughters.

LESSON XLIV.

214. Rule VII. The Indefinite article limits nouns in the singular number only.

215. Rule VIII. The Definite article limits nouns in the singular or plural number.

EXERCISES.

Correct. I saw a white and black horse. A white and a black horse were in the pasture. He has a little reverence, but not much. He has little, if any, reverence.

Incorrect. Those sort of questions. These kind of people is troublesome. He sold six bushels of wheat at nine shilling a bushel. He bought an old span of horses and a new set of harness. I have a lemon and orange. He may be a judge or doctor. Oak produces acorns. A rose is the beautiful flower.

216. Rule IX. Pronouns agree with their nouns in gender, number, and person.

217. When the pronoun agrees with two or more nouns taken together, it must be plural; but, when they are taken separately, it must be singular.

218. When there are several persons, the first is preferred to the second, and the second to the third; as, "James, you, and I must study *our* lessons."

EXERCISES.

Incorrect. Rebecca took goodly raiment and put them

upon Jacob. One cannot be too careful of their reputation. George and Charles are diligent in his studies. You and I will recite your lessons. James or John lost their book.

LESSON XLV.

219. Rule X. The object of the Transitive verb is put in the objective case.

220. A few verbs not transitive take after them a noun of similar meaning; as, "*To run a race.*" "*To live a life.*"

221. The infinitives, participles, and verbal nouns have the same government as their verbs; as, "*to make clothes.*" "*The man making clothes.*" "*Making clothes is the tailor's employment.*" *Clothes* is the object in each case.

222. The infinitive or clause may be used as the object; as, "*He desires to learn.*" "*He said that he would go.*"

EXERCISES.

Incorrect. Who did you see? He I must punish. Thou have I chosen. She who you met. He and they we know, but whom art thou? No one should practice of stealing.

223. Rule XI. Verbs of asking and teaching are followed by two objective cases, one of the person, and the other of the thing; as, "*He taught me History.*" "*He asked me a question.*"

224. When these verbs are changed to the passive form, the objective of person becomes the subject, while

that of thing remains in the objective case ; as, " I was taught Grammar."

EXERCISES.

Correct. Our parents love us. The carpenter builds houses. The miller grinds flour. He ran a long race. He lived a happy life. He taught James Arithmetic. William asked him many questions.

LESSON XLVI.

225. Rule XII. Verbs of giving, granting, allowing, &c., are followed by two objectives, the direct and the indirect object.

226. The indirect object precedes the direct, and is properly in the Dative case. See "School Grammar."

If it follows, it becomes a *noun* and *preposition* ; as, "He gave *me* a book." "He gave a book *to me*."

227. When these verbs take the passive voice, the direct object becomes the subject, while the indirect remains unchanged ; as, "A book was given me."

228. Rule XIII. Verbs of choosing, making, rendering, and constituting are followed by two objectives, one of the person, and the other of the effect produced ; as, "They chose him general." Choosing general is the assertion, him the direct object, and general the effect produced.

229. In the passive voice the direct object becomes the subject, and the object of effect is put in the same case ; as, "*He* was chosen *general*."

230. The object of effect may be a *noun* ; as, "They

elected him *President*;" an *adjective*; as, "They make us *glad*." "They esteemed Socrates *wise*;" or, an *infinitive*; as, "They made him *go*." "Thou wilt make us *to live*."

231. The adjective in such cases agrees with the noun, but modifies the verb by expressing the effect produced by its action.

232. Rule XIV. Nouns denoting duration of time, distance, weight, measure, and price are put in the objective case.

233. Rule XV. The words like, unlike, near, and nigh are followed by the objective case.

[Or, more correctly, the dative, as that was their former power.]

EXERCISES.

He gave me a book. A present was promised me. They chose him secretary. He was chosen clerk. It made them delirious. They were made delirious. He is like his father. He was sitting near me. His son is unlike him. The sight made him shout for joy.

LESSON XLVII.

234. Rule XVI. Adverbs modify verbs, adjectives, and other adverbs.

235. They sometimes modify prepositions, adjuncts, and phrases; as, "*Just* below the surface." "*Independently* of these things." "I lived *almost* in vain."

236. *Yes*, *no*, *yea*, *nay*, and *amen*, are used independently. *There*, when it begins a sentence, is simply an

introductory word without any force in the sentence ; as, “ *There* was a man.” It is used when the subject is to be put after the verb. Adverbs are sometimes used as nouns ; as, “ Until *now*.” “ Since *when*.”

237. Rule XVII. Prepositions connect words and show the relation between them.

238. Rule XVIII. The object of the preposition is put in the objective case.

239. Rule XIX. Conjunctions connect words and sentences.

240. When they connect words, they may be considered as connecting sentences ; as, “ James and John were studying,” that is, “ James was studying, and John was studying.”

241. Rule XX. The interjections O ! oh ! ah ! are followed by the objective of the first person and the vocative of the second.

EXERCISES.

He heard him gladly. The journey was very tiresome. He outran him very easily. Just above the house there was a large tree. Did you hear me ? Yes. There is a happy land far, far away. I had not heard it until now. He left on Monday. James and his brother came with me. They came with the intention of speaking.

LESSON XLVIII.

242. Rule XXI. The Infinitive depends upon verbs, adjectives, and nouns.

243. The infinitive, in its nature, is a verbal noun, and may be used as a noun in nearly all cases ; as, "*To lie is base,*" (*subject.*) "*To lie is to deceive,*" (*predicate.*) "*He loves to play,*" (*object.*) "*He taught him to write,*" or "*He taught him writing.*" "*They chose him to lead the way,*" or "*They chose him as guide.*" "*He permitted him to choose.*" "*He permitted or granted him the choice.*"

244. It also denotes the purpose, and is equal to a contracted sentence ; as, "*He prepared to go,*" that is, "*He prepared that he might go.*" "*He reads to learn.*" "*He reads that he may learn.*"

245. Rule XXII. The simple infinitive—without *to*—is used after *bid*, *feel*, *do*, *have*, *hear*, *let*, *make*, *need*, *see* ; and also after *may*, *can*, *will*, *shall*, *must*, when used as auxiliaries.

246. Rule XXIII. The infinitive has sometimes a subject in the objective case ; as, "*I believe him to be dishonest.*"

247. Rule XXIV. Participles refer to nouns or pronouns.

248. Rule XXV. A noun or pronoun joined with a participle having no dependence upon other words is put in the nominative case absolute ; as, "*He being defeated, the army returned.*"

249. Rule XXVI. The name of the person or thing addressed is put in the vocative case.

EXERCISES.

He desires to go abroad. He is anxious to hear the

news. There is a time to die. He let him go without farther trouble. He desired us to come with him. John having learned his lesson recited it. He being dead, we shall live. John, come here. O judgment, thou art fled to brutish beasts.

LESSON XLIX.

GENERAL EXERCISES ON THE RULES OF SYNTAX.

Calm was the day and the scene delightful. There is always a calm after a storm. We strove to calm his fears. They think of me. They think little of their duty. A little labor would have finished it. He is still afraid. Still waters are commonly deep. The air is damp. Guilt casts a damp over every pleasure. Many persons came to see us. Few, very few, are those who win the prize. His years are more than hers, but he has not more knowledge. Every being loves its like. Honor thy father and thy mother, that thy days may be long in the land which the Lord thy God giveth thee. To do to others as we would that they should do to us, is the golden rule. Yesterday was a fine day. We shall arrive to-day. In singing as in piping you excel. The tree is as tall as the house. The pine is taller than the maple. I know not what you say. Whoever is industrious will excel. One while we thought him innocent. There is no man that sinneth not. The storm beats the trees against one another. To live soberly and righteously is required of all men. One added to nineteen makes twenty. I intended to call on my way home. Neither despise the poor nor envy the rich.







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